annual report 1984

COMMUNICATING EXCELLENCE IN EDUCATION

STATE BOARD OF EDUCATION OF OHIO

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LETTER OF TRANSMITTAL

The 1983-84 school year saw a period of fiscal stability, educational program review, and implementation of new minimum standards for Ohio schools. During a time when the nation focused on education and its needs, Ohio was already moving toward excellence.

Many of the reforms suggested in national reports were in place or being implemented in Ohio, and we were recognized as one of eight states which had responded well to suggested change.

During 1983-84, Ohio celebrated the Year Of Educational Excellence For All, and nearly 600 schools and school districts became involved in communicating the good news about education. The activities involved school administrators, teachers, school personnel, parents, business and industry, the community, and the media.

Many exciting programs and activities were initiated or implemented during this year including the report of the Commission on Educational Excellence which proposed 49 recommendations for educational reform in the future. These recommendations will enhance the discussion and decision making of the State Board and State Department in regard to budget development and legislative recommendations.

A new emphasis on early childhood education nationally prompted the State Board to empanel a commission to study early identification, early entrance screening, preschool, and latchkey programs. The recommendations in each area made by a broadly based representation of service providers and parents are being studied for policy and funding implications.

The new certification standards for administrators and for treasurers and business managers, the development of accountability indicators of excellence and many other leadership activities made 1983-84 a significant year for the State Board and State Department of Education. These activities serve as a base for the ongoing development of quality educational programs for Ohio's young people. Together, we must continue to move forward in our quest for educational excellence for all.

Richard C. Glowacki
President
State Board of Education

Franklin B. Walter
Superintendent of
Public Instruction

MAJOR ACCOMPLISHMENTS

Year of Educational Excellence For All Celebrated

As part of its efforts to stress educational excellence in Ohio schools, the State Board of Education designated the 1983-84 school year as Ohio's Year of Educational Excellence for All. This observance was designed to emphasize school district efforts to enhance educational excellence in Ohio and highlight the many excellent educational programs in Ohio schools. Governor Richard F. Celeste reaffirmed his support of Ohio's schools by endorsing this observance through a State of Ohio Proclamation.

The Ohio Department of Education coordinated the activities surrounding the observance of the year. These activities emphasized school/community involvement and recognition of student and school district academic achievement. Certificates of Educational Excellence were sent to the 597 schools and school districts which documented their involvement in all aspects of the program.

To culminate the celebration, the Jennings Conference on Educational Excellence highlighted successful programs from Ohio schools, including student performances.

Early Childhood Education Commission Reports

The Ohio Early Childhood Education Commission, appointed in the fall, 1983, by State Superintendent of Public Instruction Franklin B. Walter, presented recommendations in four areas: preschool, early identification, early entrance screening and latchkey programs. Implementation strategies were outlined for the State Board of Education, State Department of Education, the Ohio General Assembly, local school districts, and parents.

The report stated that:

- An effort must be made to work with other public and private agencies which currently provide preschool experiences as well as to begin filling the void where additional services are needed.
- Quality early childhood education programs should be made available to all families in Ohio.
- The Ohio General Assembly clear the way for local school districts to utilize general revenue funds to support early childhood programs.
- Parents be given opportunities to become active in early childhood programs and provided with information on how to evaluate them.
- School districts should provide a comprehensive early identification and referral program for every child prior to or upon entering school.
- School districts should be permitted to offer and fund latchkey programs for school-age children.

New Administrator Certification Standards Adopted

The State Board of Education adopted new administrator certification standards which provide a structure for excellence in the preparation of school administrators. The standards are intended to assure effective leadership for Ohio schools and enable colleges and universities to provide new patterns of preparation.

School Treasurer and School Business Manager Licensing Standards Adopted

New standards for licensing of school treasurers and school business managers became effective in April 1984. These standards increased the amount of education needed and require continuing education units during each four-year period.

Vocational-Technical Commission Reports

The Joint Commission on Vocational and Technical Education was empanelled in March 1983. The Commission solicited and received testimony from both employers of the products of the two systems and from educators responsible for the delivery of vocational and technical education. It conducted a conference on the future of Ohio's economy to gain the insight of consulting economists on the future demands upon the two systems.

The Joint Commission on Vocational and Technical Education's recommendations included the following:

- That the Ohio Board of Regents and the State Board of Education appoint a broadly representative coordinating committee to advise both boards on matters related to vocational and technical education.
- That there be established local or regional coordinating mechanisms.
- That the Ohio Board of Regents and the State Board of Education assure that faculty development and instructional equipment are adequately funded.
- That the State Board of Education reexamine its method for distributing federal funds for technical education services.

Indicators of Progress Adopted

The Ohio Department of Education developed, in cooperation with the Coalition of Educational Organizations, accountability statements which have been termed "indicators of progress." Each school district will report its status on the indicators to the State Department of Education. State officials then will issue a public report on the progress of Ohio schools in those areas.

The indicators of progress are stated below:

- A higher percentage of students will be taking the college preparatory curriculum.
- Scores on college entrance examinations will increase.
- Placement of vocational education students in job training related jobs will increase.
- The number of adults preparing for and taking the General Development (GED) Test and receiving a certificate will increase.
- The average daily attendance of students will increase and the percentage of dropouts will decrease.
- Employee attendance will increase.
- Schedules will be developed to provide that school building telephones in more districts are answered during reasonable hours which accommodate working parents.
- Parent conference days should maximize opportunities for parental participation, and methods will be devised to make professional staff available in more districts outside normal school hours.
- An increasing number of parents of students who are absent or who are not succeeding will be contacted by the school.
- A policy for providing meaningful homework for students will be developed within more school districts and will include methods of recording that homework has been completed.
- Students will have access to assistance by professionals or volunteers in more school districts on homework assignments beyond the regular school day four days a week.

SCHOOL FUNDING

Funding public education continues to be a major challenge for the General Assembly and for the school districts of the state. The equal yield formula, introduced by the General Assembly and made effective in 1975-76 school year, provides an equal sum of money (local and state funds combined) on a per pupil per mill basis for each qualifying school district. In 1979 the 100% phase-in of the equal yield formula became a reality with the enactment of Amended Substitute House Bill 191 and Amended Senate Bill 493, in comparison with 17% phase-in in fiscal year 1976, 26% phase-in in fiscal year 1977, and 46% phase-in in fiscal year 1978. Under the equal yield concept, school districts, in 1978-79, were guaranteed $48 per pupil per mill for the first 20 mills assessed for current operating expenses and $42 per pupil per mill for rates above 20 but below 30 mills.

Subsequently, the 113th General Assembly passed legislation for the 1980-81 biennium which raised the guarantee on the first 20 mills to $65 per pupil per mill.

The anactment of Amended Substitute House Bill 694 (1982-83 biennium budget bill) brought several major changes in the method and level of funding schools. The equal yield formula was replaced with a simplified foundation formula. This provided schools with a common level of state and local funds at 20 mills local effort. In 1983, the $1,680 per pupil marked a major step forward in providing an adequate funding level for schools. For 1984, the level was $1,835 per pupil raised to $1,943 per pupil in 1985. The cost of doing business factor, recommended by the State Board and initially implemented in the 1983 budget, was retained. This factor adjusts the foundation level by county of location of the school district in order to account for cost differentials across the state. The foundation levels in Amended Substitute House Bill 291 provide a strong basis to ensure that school districts throughout the state can have adequate funds for a quality general education program.

This increased state support helps school districts meet the pressures of inflation and the escalating costs of educating Ohio's nearly two million students. Because funding for schools is a shared responsibility between the state and local communities, school districts will continue to need the support of the local citizenry to provide the necessary financial structure to meet the pressing needs of educating youngsters.

EDUCATIONAL EXPENDITURES AND APPROPRIATIONS

Subsidy	Description	Expenditures 1983	Expenditures 1984	Appropriations 1985
501	Foundation Program	1,158,073,034	1,343,427,510	1,414,875,012
502	Pupil Transportation	97,438,015	119,728,000	127,500,000
503	Bus Purchase	22,846,113	20,500,000	21,500,000
504	Special Education	235,117,501	287,444,692	316,795,600
505	School Lunch	7,871,459	11,000,000	11,000,000
507	Vocational Education	168,027,931	198,439,043	218,392,000
508	DPPF	35,013,200	39,000,000	40,000,000
509	Adult Literacy	1,100,000	1,376,937	1,384,968
510	Instructional Television	3,772,903	3,904,955	4,018,199
511	Auxiliary Services	39,725,938	46,930,848	49,949,309
512	Driver Education	7,515,952	7,500,000	7,500,000
514	Post Secondary Vocational Ed.	8,098,038	14,000,000	18,000,000
515	Adult High School	267,572	394,369	426,565
516	Urban Pilot Projects	2,184,870	2,600,000	2,600,000
518	Teacher Institutes	—	—	—
519	Educational Media Centers	480,671	497,494	511,921
520	DPIA	111,730,891	139,395,072	163,159,900
521	Gifted Pupil Program	4,245,435	5,354,108	5,949,408
522	Career Development	4,806,713	5,500,000	5,700,000
523	Adult Vocational Education	4,194,950	4,732,310	5,163,571
524	Educational Excellence/Competency	—	3,990,000	4,790,000
526	Voc. Ed. Equipment Replacement	2,080,403	3,000,000	3,000,000
527	Teacher Inservice Education	873,858	985,283	1,054,911
528	Vocational Desegregation Assistance	524,369	942,722	958,461
529	Needs Assessment Project	—	—	—
530	Loan Fund Support	8,543,085	—	—
532	Nonpublic Administrative Costs	8,840,833	10,025,525	10,667,137
534	Desegregation Costs	64,100,000	24,581,500	—
702	Voc. Ed. Building & Equip. Assist.	—	6,000,000	2,000,000
Special Purpose				
401	Regional Offices	—	986,169	1,187,000**
412	Driver Education	128,523	133,930	139,029**
415	Consumer Education	151,315	157,136	170,000**
416	Vocational Education Matching	1,336,848	1,507,520	1,651,020**
418	Inservice Teacher Training	330,491	336,356	352,008**
419	Preservice Teacher Education	5,649,038	5,767,594	6,054,784**
420	Advisory Committee	—	—	—
421	Food Service Administration	—	—	—
422	School Management Assistance	354,248	369,988	426,427**
423	Community Education	—	—	—
424	Simulation System	272,346	308,111	320,055**
425	Curriculum Development	—	—	—
426	Computer Accounting Net	6,131,548	7,722,908	8,382,162**
427	Technical Assistance for Desegreg.	91,235	127,846	132,927**
Other				
	Department of Education	5,906,627	5,037,086	5,789,239**
	School for the Blind	2,195,552	2,305,187	2,533,937**
	School for the Deaf	3,374,642	3,717,983	3,892,716**
	Capital			
Total		$2,023,396,147	$2,329,728,182	$2,467,928,266

* Amounts taken from June 29, 1984, *Daily Transaction Register*. Expenditures and encumberances were totaled to obtain FY 84 dollar amounts.
** Subject to a 2% cut in 1985.

OHIO COMMISSION ON EDUCATIONAL EXCELLENCE

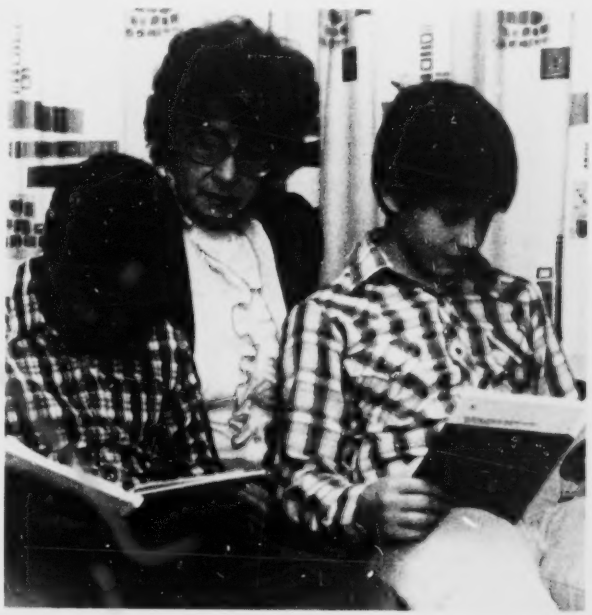
The Ohio Commission on Educational Excellence was authorized by the State Board of Education and appointed by State Superintendent Franklin B. Walter in the fall of 1982 to study issues that will influence education in the future and to generate recommendations to help Ohio schools meet the many challenges they will face. The Commission, comprised of representatives from education, business, labor, agriculture, civic organizations, and the general public, submitted its final report, *Responsible Reform: Focusing on the Future,* to the State Board at its December 1983 meeting.

"Ohio is a state in progress unlike 'a national at risk' as reported by the National Commission on Excellence in Education," said Dr. John T. Bonner, chairperson of the Commission. "Many times during deliberations we found that the recommendations we were making were already in place in Ohio. The implementation has already started, and Ohio is a state in progress with recommendations in this report on which to improve education."

The report contains 49 recommendations calling for reforms in the seven questions addressed by the Commission. These questions were: What should be the outcomes of learning? How can educational equality best be assured? How can educators best equip themselves to function in a world of anticipated rapid change. What will be the impact of technology on teaching and learning? How can educational professionals best be prepared? What type of delivery system will best serve the educational demands of the future? How can schools become more fiscally and programmatically accountable to the publics they serve?

In its report, the Commission urges that

- administrators, teachers, and other school personnel set higher standards and expectations for students. Expected learning outcomes should be clearly established and standards for achieving these outcomes monitored;
- more emphasis be placed on instruction in science, mathematics and technology-related courses;
- competency tests to enter the teaching profession and school administration be established;
- preschool opportunities be made available to all who want to take advantage of them;
- use of time for instruction be examined to assure that students are engaged in learning for a maximum amount of time each day;
- those responsible for planning educational programs at the state and local levels monitor job-need projections and analyze the education and skills needed by the present and future work force;
- a post-baccalaureate, fifth-year entry level seminar be required for new teachers;
- professors who prepare future teachers be required to participate periodically in elementary and secondary classrooms;
- methods for evaluating teachers and other staff members be improved and attempts be made to assist teachers and other staff members who are not meeting performance standards;
- procedures be established to publicly recognize and reward quality education professionals. Businesses, industries, and community groups should work with the schools to establish awards for teachers, and
- overlap among school administrative units be eliminated and more incentives be established for the provision of services on a regional basis.



ADMINISTRATION

The Department of Education, according to the laws of Ohio, is comprised of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties described in the statutes. The State Superintendent and department staff administer the policies and directives of the State Board of Education.

The administrative staff, which includes the Superintendent of Public Instruction and assistant superintendents, provides leadership and directs and supervises the work of department employees. Leading in the search for better ways to meet educational needs, administering school laws and standards, and providing counsel to school administrators in solving problems faced by school districts are the major activities in the administrative offices.

The Superintendent of Public Instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's 31st Superintendent of Public Instruction on March 16, 1977. The assistant superintendents are responsible for the supervision of the divisions in the department and for special assignments including liaison with the Ohio General Assembly, litigation, and coordination of department task forces.

COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports is comprised of five sections: Management Information Support, Research and Development, Program Management Support, Operations, and Technical Assistance and Field Support. During the past year the division has continued to maintain its commitment to its original purpose of computerizing department programs and upgrading statistical capabilities.

Word processing training sessions continue to be offered to department personnel, and division offices are now producing much of their work with the word processing system. Microcomputers will be placed in division offices during the coming year to supplement the current word processing capabilities. The word processing software that is currently available through the mainframe computer also will be used on the microcomputers. This will allow files to be transferred from one system to another. The use of microcomputers will increase user efficiency by providing increased access and greater flexibility.

Management Information Support

The Management Information Support Section is responsible for collecting, processing, and analyzing data in areas ranging from pupil enrollment to costs per pupil. In cooperation with the Division of School Finance, pupil and staff information is now collected jointly to reduce redundancy of reporting. This has resulted in more accurate data being collected in a more timely fashion.

Research and Development

The Research and Development Section prepares financial simulations for various legislative proposals affecting education. This service has proved to be an invaluable tool for legislative leaders and department administrators in the preparation of education's biennial budget. Research is also performed for other divisions at their request.

Program Management Support

The Program Management Support Section's duties include processing and reporting test scores for over 200,000 students annually. The section also monitors and reports on the distribution of over 150 million dollars in subsidies for the Division of Federal Assistance and over 123 million federal dollars and 11 million state dollars for the Division of School Food Service. In addition, they process and print approximately 84,000 certificated staff certificates annually. Mailing label requests are also handled by this section, and this year over 840,000 labels were printed.

Operations

The Operations Section is responsible for purchasing, monitoring, and maintaining all data processing hardware and software used by the department. Plans are being finalized to upgrade the Department's DEC 20/60 mainframe computers to DEC 20/65's. Cache memory and disk storage will be increased and information output utilities will be enhanced. This will

substantially increase the efficiency of the entire system. In addition, a DEC VAX/785 (purchased cooperatively with the State Data Center) has recently been installed and will allow further flexibility. Another major task for the Operations Section will be managing the installation of microcomputers which will be located throughout the department.

Technical Assistance and Field Support

The Technical Assistance and Field Support Section (TAFS) provides assistance to the Ohio Education Computer Network (OECN). The network consists of school districts which have organized into self-governing data processing cooperatives with a central computer site providing Uniform School Accounting and Uniform Staff/Payroll services to participating members. The primary purpose of the OECN is to share computer resources. The sharing of such resources as computer hardware, specialized software, data, technical expertise, and support services makes efficient use of taxpayer dollars. The OECN, now entering its sixth year of existence, covers all Ohio counties with 27 operational computer sites serving 560 school districts.

The TAFS Section provides assistance in a number of areas, the most important of which is the development and maintenance of computer software. The section developed the Uniform School Accounting System software which is utilized by approximately 88% of the 560 network sites. The remaining sites use either self-developed or third party proprietary software packages. The Uniform Staff/Payroll System software, released over two years ago, is now operational in 230 school districts.

The Special Education, Decision Making Child Information Management System (ED-CIMS), the Ohio Career Information System (OCIS), and the Equipment Inventory System have all experienced increased use by OECN participants during the past year. ED-CIMS is currently used by 180 districts while 310 "C" sites are actively accessing the OCIS system. Other software packages, to be released following the completion of pilot testing at selected OECN sites, include the Vehicle Information System and a module of programs for use by school districts in maintaining their employee personnel records.

The computer network also provides electronic reporting of financial information from data available in the Uniform School Accounting System. Statewide tape submission of OCCD-625, SM-1, and SM-2 report data will occur during the 1984-85 school year. The number of school districts reporting data to the division electronically has increased dramatically in the past few years. This has resulted in substantial savings of both time and money as well as improved accuracy and timeliness of report data.

EDUCATIONAL SERVICES

The Division of Educational Services consists of three sections: Adult and Community Education, Block Grant/Basic Skills, and Guidance and Testing.

Adult Basic Education

With continued state and federal funding under the authority of the Adult Education Act, this section is responsible for administering the state grant program for Adult Basic Education (ABE). Instruction in basic reading, mathematics and language, as well as English instruction for the foreign born, is provided in ABE classes to meet the diverse needs of undereducated adults in Ohio. Federal and state funds, totaling almost $5 million in fiscal year 1984, were made available to 120 participating school districts and three state

agencies and served an estimated 56,500 adults in all 88 counties. More than 85 percent of those enrolled were individuals who entered the program functioning at less than the equivalent of eight years of education.

Approximately 1,000 local program personnel were involved in the delivery of ABE services in fiscal year 1984. This included approximately 90 administrative and supervisory personnel, 700 teachers, 20 counselors, and 190 para-professionals. Over 70 percent of these were employed part-time and over 700 participated in staff development activities.

Adult High School Continuation

Forty-nine school districts have made application for reimbursement for their approved programs during the 1983-1984 school year. Preliminary estimates indicate that approximately 15,000 students were served across the state. Three of the 49 school districts initiated first-time interests within the Adult High School Continuation Program during the year. The number of school districts participating in the program has increased by 14 percent during the last two years. Over the past 13 years, more than 294,000 enrollees have taken advantage of the program in order to enhance their high school education leading towards a high school diploma. Since July 1, 1982, school districts have benefited from a 66% increase in the reimbursement rate for the program.

High School Equivalence Program

The High School Equivalence Program gives adults, 18 years or older, who have not graduated from a chartered or accredited high school, another opportunity to complete their high school education. To establish high school equivalence, students must take the General Educational Development (GED) test. The GED is composed of a series of five tests in writing skills, social studies, science, reading, and mathematics. Students receiving a minimum GED score in each area receive a GED certificate which establishes their high school equivalence. Since 1962, when the High School Equivalence Program was first offered in Ohio, the volume of GED testing has sharply increased. In the past year nearly 16,000 Ohio residents received their High School Equivalence Certificate.

In 1984 the record system for the state office was computerized. This system, along with the pilot projects to score answer sheets on the computer, will allow the state office to process the steadily increasing number of applications and certificates for adults wanting to establish high school equivalency.

Basic Skills

Personnel of the Basic Skills unit of the Division of Educational Services provided more than 200 inservice training sessions at the school district and university level during the 1983-84 year. Included were 11 regional workshops highlighting techniques for improving instruction in reading, mathematics, and oral and written communication.

Continuing staff attention during the past year also was directed to the development of publications on key educational issues, particularly as related to basic skills. The staff distributed to school districts over 125,000 complimentary copies of the *Parents As Partners* publication which is designed to assist parents of kindergarten or first grade students. In addition, more than 4600 copies of 12 previously developed publications were distributed.

The seventh annual "Right to Read Week" produced record involvement. Principals and teachers in 1,245 buildings conducted special student and parent activities during the March 5-9 period, thus earning "Hall of Fame" certificates of recognition for their efforts from the Ohio Department of Education.

The Young Authors program continued to experience increased participation. Personnel in 311 buildings of 148 districts received awards which were duplicated and presented to 36,760 students. A total of 136 certificates was given to districts sponsoring Young Author conferences in which over 12,000 students were involved.

Block Grants

In fiscal year 1984, over 725 school districts and eligible agencies invested more than $16 million from the Chapter 2 Block Grant program in expanded educational opportunities for public and nonpublic school students. Emphasis continued on the acquisition of instructional materials and advanced technological equipment to meet student needs in basic skill areas. Expenditures for additional staff inservice training also showed a notable increase.

To establish the validity and reliability of self-reported evaluation data obtained from school districts for the fiscal year 1983 program, the Block Grant staff conducted 127 on site reviews in 67 counties. Monitoring attention focused on local administration and implementation of the Chapter 2 program, fiscal management, and program compliance. Following each review, a report of the findings, including commendations and recommendations, was prepared for the district. A comprehensive evaluation record, incorporating all

evaluation information available, was developed for the U.S. Education Department.

Recommendations resulting from the evaluations included the need for meetings to assist new coordinators and treasurers and a means of communicating Chapter 2 information to various audiences. To meet these needs, the staff conducted five regional seminars prior to the fiscal year 1985 funding cycle, and a newsletter, *Improving School Practices*, was initiated.

During the past year, the staff concluded a Special Purpose Grant cycle with the distribution of products relating to establishing minimum competency programs, improving school discipline and public relations, and a survey report of technology in Ohio's schools. The staff also assumed management responsibility for the state-funded Pupil Competency Program, which provided $1.8 million to school districts for developing appropriate competency testing programs.

Community Education

Expanding parent and community involvement with the schools is a primary goal of community education. As such, community education is a vehicle not only for "Communicating Excellence in Education" but also for encouraging community members to become involved directly in the educational process.

The purpose of the State Center for Community Education is to promote the development of community education statewide and to provide developmental and technical assistance to local communities. Activity highlights for 1984 are as follows:

- Implementation of the Governor's Conference, "Ohio: A Community State," a cooperative effort between the Governor's Office and the Ohio Department of Education.
- Implementation of eight workshops as a follow-up to the Governor's Conference, in cooperation with the Ohio Community Education Association.
- Use of state funds to initiate a community education grant program. During this first year, Planning Grants were awarded to seven districts and Demonstration Grants were awarded to three districts.
- Use of state funds to increase participation in the Technical Assistance Network, which enabled 14 local community educators to be reimbursed for providing direct technical assistance to 67 school districts.
- Establishment of a community education computer data base in cooperation with OHIONET to permit direct access to information about community education programs in Ohio through more than 200 libraries.
- Receipt of a $21,000 grant from the C.S. Mott Foundation to produce six newsletters and implement six workshops in cooperation with the Ohio Community Education Association.
- Production and dissemination of two issues of the newsletter, *The Facilitator*.

Energy Assistance

The energy assistance staff provides technical assistance to Ohio schools for energy conservation and asbestos health hazard abatement. The staff also coordinates this effort with local and state agencies and organizations as well as federal energy, environmental, and health agencies. Providing a resource of information and coordination has enhanced energy conservation, facility improvements, and energy education for Ohio schools.

Inservice training programs for custodial/maintenance personnel in efficient operation and maintenance of school buildings is now in its third year, and continues to be highly supported. The training that custodial or maintenance staff receive in this program is usually implemented immediately, resulting in reduced energy costs and better managed buildings.

The National Energy Conservation grant program for schools and hospitals continues with the recent completion of the sixth funding cycle. Over $2.7 million was available for Ohio public institutions this cycle with many first time applicants.

During the 1983-1984 school year, regional seminars were held to reintroduce and update administrators on the grant program which has seen many changes since its inception in 1978. Including the grant cycle just

completed, Ohio schools will have received more than $13 million to match with their local contributions. Under this program more than $26 million has been invested in energy conservation. This investment results in tens of millions of dollars of costs avoided each year, and cumulative savings year after year into the future.

Federal Legislative Activities

The Division of Educational Services also is responsible for federal legislative activities. The staff works with the Ohio congressional delegation to assess proposed federal education legislation which affects elementary and secondary education programs, seeks new sources of federal funds, disseminates information about federal education programs to local education agencies and state department staff, and consults with federal agencies on rules and regulations.

Guidance and Testing

The Guidance and Testing Section of the Division of Educational Services provides direction and assistance to those involved in the guidance, counseling, and testing programs in Ohio schools through direct consultation, school visitations, staff development workshops, material development and distribution, test development, and liaison and coordination with other divisions and sections within the Department of Education as well as other agencies and community groups within Ohio.

During the 1983-84 school year, 263 office conferences were held with individuals or small groups. In addition, 133 state, regional, or local staff development workshops were conducted by the section staff. Topics of these workshops included Substance Abuse, The Written Guidance Plan, Study Skills, Test Taking Skills, Career Guidance, Handling Stress, Guidance for Elementary School Children, Discipline, Group Guidance Techniques, and Human Equity.

The Guidance and Testing Section continues to work cooperatively with the Division of Vocational Education in conducting Program Reviews for the Improvement, Development and Expansion in Vocational Education and Guidance (PRIDE), technical education guidance reviews, and vocational counselor validation and reimbursement.

The Communicator, the newsletter published by the section, is disseminated to all counselors and guidance supervisors in Ohio. During 1983-84, the booklet *Get Ready, Get Set, Get A Job* was completed. The final draft of the revised *Ohio Testing Handbook* was completed. The *Ohio Testing Handbook* assists school personnel to choose assessment instruments that meet the local needs of their school and community.

Over 26,000 students participated in the Ohio Tests of Scholastic Achievement (OTSA), a voluntary testing program designed to stimulate recognition of academically talented students. Students competed in 16 subject areas at 70 regional test centers. A total of 22 individual trophies, 53 team trophies, 158 plaques and nearly 40,000 certificates were awarded to participants. Preliminary work on two new senior level tests (science and mathematics) was initiated this year to increase the number of subject area tests to 18 for the 1984-85 administration of the OTSA.

Test scoring and reporting services were provided for over 200,000 students, staff, and parents in various school districts throughout Ohio. In addition, the Guidance Services Evaluation Inventory (GSEI) was provided for 9,412 students, 12,820 parents, and 4,923 school staff members. The GSEI assists school personnel in addressing and implementing the new minimum standards in guidance. School districts across the state used 49 different tests or surveys made available by the Guidance and Testing Section.

Technology Center

The Educational Technology Center was initiated in May 1984 as a resource for school district personnel.

As a demonstration site, the facility at 65 South Front Street, Columbus, provides educators with the opportunity to examine microcomputer hardware, software, and other educational technology materials. In the first two months of operation, the center hosted 16 groups of educators. In addition, programs developed by local school districts are being kept on file and may be examined by visitors.

In its research capacity, the center maintains and updates results of educational technology studies. Relevant information is disseminated through periodic communiques, publications, workshops, and statewide conferences.

Technical support at the center is provided by the staff to facilitate equipment operation and software review. Assistance in selecting appropriate software/courseware across all curriculum areas in grades K-12 is available.

ELEMENTARY AND SECONDARY EDUCATION

Communicating excellence in education is and will continue to be a major goal of the Division of Elementary and Secondary Education. Members of the division are committed to helping school personnel design and implement programs and services that are of the highest quality. Each year division staff sponsor a leadership conference focusing on curriculum and instruction. This year's conference was designed to communicate excellence in education with orientation to the 1983 Standards for Ohio Elementary and Secondary Schools.

A major communication effort was undertaken this past year with all members of the staff involved in presenting more than 100 workshops for school personnel from every county in the state. These workshops established a dialogue among professional educators for improving educational experiences for elementary and secondary students through the implementation of standards.

This effort was further enhanced with the publication of 14 leadership documents that address expectations for schools. These documents are:

- A K-12 Written Guidance Plan
- Code of Conduct
- Competency Assessment and Testing
- Economics Course of Study
- Educational Options
- Fine Arts and Physical Education K-12
- High School Mathematics
- Improving Attendance
- Intervention
- Materials Selection Guidelines
- Procedures for School Evaluation
- Process Model for Course of Study
- School Health Services
- Secondary Reading

Consultants from the division provided numerous inservice meetings throughout the year highlighting the various subject areas. In addition, a series of individualized summer clinics was held to aid educators in the development of courses of study and competency based education programs.

Elementary

Staff members are responsible for monitoring standards compliance in Ohio's 2,799 public and 698 nonpublic elementary schools. In addition, this section is

responsible for chartering nonpublic schools that meet minimum standards and for providing leadership in all aspects of elementary education. Professional and technical assistance is provided in the areas of administration, organization, curriculum, pupil services, staffing, instructional materials, community relations, research, and physical facilities.

Members of this section were responsible for helping school personnel implement the new standards for elementary and secondary schools, and for providing technical assistance. The staff participated in 63 pilot inspections to determine and refine procedures for conducting K-12 evaluations. Fourteen nonpublic schools were inspected, eight receiving charters and six receiving letters of approval to operate.

Secondary

The secondary section is responsible for the regulation of 907 public and 124 nonpublic secondary schools. Technical assistance is provided in all areas of standards, and consultants are available in the subject fields of English language arts, environmental education, foreign languages, mathematics, science, and social studies.

The staff participated in 63 school inspections and provided consultative services to school personnel engaged in activities to implement standards. Evaluations also were conducted in the schools operated by the Departments of Corrections and Youth Services. Technical assistance was provided in a variety of areas. A special emphasis has been given to assisting school

districts with development of competency based education programs in English composition, mathematics, and reading. Over 300 onsite or office meetings were held to strengthen communications between educators in the field and division personnel and to establish a better understanding of standards.

Health and Human Affairs

The staff in the Health and Human Affairs Section provides professional and technical assistance to school personnel in adapted physical education, art and music education, arts for the handicapped, health and physical education, outdoor and leisure education, recreation, safety education, and substance abuse education. The staff also participated in pilot inspections. Communications with personnel in the field were enhanced by staff members making over 280 onsite visits.

Nutrition Education

The Nutrition Education and Training Program (NET) has been established to improve the nutrition knowledge and eating habits of teachers and students. The Ohio NET Program, which is supported by a grant from the U.S. Department of Agriculture, has sponsored over 390 curriculum development and nutrition workshops for the staffs of schools and day care centers.

In the 1983-84 school year, grants for integrating nutrition education activities into the curriculum were awarded to 41 schools and 11 day care centers; 320 schools participated in a NET-sponsored process model, which integrates nutrition concepts into the subjects of science, social studies, mathematics, health, and language arts. The process model is organized around basic skills and is accompanied by a teachers' guide and a bibliography of materials integrating nutrition into subject areas.

Special Projects

This section is responsible for inspecting the special education programs in county boards of mental retardation and developmental disabilities schools and state institutions/hospitals, coordinating instructional television activities, and facilitating other special activities and events.

The special education programs located in 26 county boards of mental retardation and developmental disabilities schools and two state developmental centers were evaluated to ensure compliance with standards.

A $3,904,955 state allocation provided assistance to Ohio's eight educational television corporations. Members of the staff also coordinate the Ohio Teacher of the Year Program, International Teaching Fellowship Program, and volunteer programs.

Supportive Services

Educational programs in Ohio schools are assisted by the Supportive Services Section through the development and improvement of courses of study, library media services, industrial arts programs, and school evaluations. This support and assistance is offered through consultations, inservice training opportunities, technical assistance, program evaluation, and distribution of publications.

During the 1983-84 school year, 8,600 locally developed courses of study were reviewed for approval. Consultant services were provided to individual school districts for development or revision of courses of study and for planning competency based education programs founded on courses of study. School district personnel made substantial use of the course of study library located in the division.

Technical assistance was provided to school districts to improve effective utilization of library media programs K-12. Leadership activities included course of study development for library media and information skills, district planning of library services, and creating public awareness of the importance of school libraries to the community. Media services were provided to local school districts through the nine media regions and two feature film centers. In fiscal year 1984, these centers received $497,494 in Subsidy 519 funds.

Staff development workshops were provided for industrial arts teachers, administrators, and college personnel on revision of existing curricula to introduce contemporary methods and concepts of modern industry into industrial arts programs. Microcomputers, manufacturing technologies, and needs of special students in the applied arts also were highly emphasized. More than 2,000 school personnel benefited from technical assistance provided by the industrial arts program area.

The coordination of school accreditation activities for the North Central Association of Colleges and Schools resulted in the accreditation of 634 schools. Over 100 schools conducted comprehensive self-evaluations followed by an external team review. The self-studies and team evaluations provided the basis for development and implementation of school improvement plans.

EQUAL EDUCATIONAL OPPORTUNITIES

The Division of Equal Educational Opportunities consists of three sections: School Improvement, LAU Center, and Urban Programs. These sections work in concert to provide Ohio's school districts with technical assistance and staff training in the areas of school improvement-race desegregation, LAU compliance and minority language assistance, and in the development of programs for disadvantaged students. All EEO sections concentrate on providing equal educational opportunities as well as educational excellence for all students.

SCHOOL IMPROVEMENT SECTION

Race Desegregation

The division's School Improvement Section provided technical assistance and funding to school districts developing or implementing plans to reduce or eliminate racial isolation.

Title IV Civil Rights Act funds were utilized to provide technical assistance to racially imbalanced districts in two broad areas: to aid school districts in the preparation, adoption, and implementation of plans for race desegregation and to aid school districts in coping with educational problems caused by race desegregation. Thirty-two racially imbalanced school districts received technical assistance under Title IV. The impact of this aid directly affected 31,262 teachers and 492,067 students during fiscal year 1984. Technical assistance was provided to the Cleveland City Public Schools in its efforts to comply with the federal desegregation remedy and to Lorain City which initiated a magnet school approach to comply with a federal consent decree. Title IV-CRA funds were also used to publish *Successful Desegregation Strategies: Ohio Leads*, which outlined specific desegregation strategies that have been successful nationally and within Ohio to reduce racial isolation.

State Educational Mobility Assistance funds were made available to school districts that transferred at least 50 students to improve the racial balance within their districts. During fiscal year 1984, $942,671 was equally distributed to 7,823 eligible transfers in 12 school districts. Onsite visits were made to the districts throughout the program year to review the progress of their plan implementation and to provide technical assistance.

In October 1983 the division sponsored the "Relationship Between School Desegregation Remedies and City Housing Patterns" meeting in Columbus. The meeting provided an opportunity for Ohio school district superintendents, city mayors/planners, and real estate brokers to explore the relationship between school desegregation remedies and city housing patterns. The division held an Educational Mobility Assistance Program Implementation Conference in February 1984. EMAP advisory committee members, school district program directors and representatives from districts with one or more racially isolated buildings attended the conference. During the division's annual conference in May 1984, a workshop on planning for and implementing equitable school desegregation was provided. The staff developed a curriculum guide which outlined successful strategies for school districts implementing voluntary and court-ordered desegregation plans. In addition, the division's *Mini Journal* was published and disseminated to Ohio school districts and other Title IV agencies.

Effective Schools Program

The division's School Improvement and Urban Programs Sections provided technical assistance based on the effective schools research to school districts developing and implementing effective schools programs at the building level. Effective school factors include a sense of mission, strong building leadership, high expectations for students and staff, frequent monitoring

of student progress, a positive learning climate, sufficient opportunity for learning, and parent/community involvement. Schools incorporating the factors in the building plan experience increased academic achievement for a significant number of students.

During fiscal year 1984, 100 school districts received effective schools assistance. The Ohio Academy for School Improvement Strategies (OASIS) was held at Capital University during August 1983 and provided 170 school building administrators from 40 school districts with information and activities designed to help them develop action plans for the 1983-84 school year. OASIS was followed by a conference in March for academy participants to determine the extent of plan development and to provide additional assistance.

The staff developed two leaflets to assist school districts in developing and implementing effective school programs in their schools, *"Ohio Building Leadership Model"* and *"Ohio Academy for School Improvement Strategies."*

Lau Center Section

The LAU Center provides federally funded technical assistance and training in the areas of bilingual education, Indian education, national origin desegregation, and refugee assistance.

Bilingual Education

The LAU Center sponsored or cosponsored six regional workshops and three statewide conferences for over 600 teachers and administrators. A total of 2,500 limited English proficient (LEP) students received services under Title VII, Bilingual Education. Technical assistance was provided to the six Title VII funded districts and to the two universities that received Title VII funds.

National Origin Desegregation

School districts received staff assistance and training in planning and coordinating identification and assessment procedures for national origin minority (NOM) students, curriculum development, cultural awareness, and classroom management/teaching methodology. Training was provided to 61 administrators and 187 teachers during 1983-84. Four publications were developed: "Strategies for Developing Language Programs for National Origin Minority Students,""An Annotated Bibliography of ESL Textbooks,""ESL Curriculum Guide—Secondary Level," and "A Manual for Encouraging Parent and Community Involvement in ESL and Bilingual Education Programs."

In the area of Indian Education, the LAU Center cosponsored a conference for the Columbus City school teachers on Ohio Indian History and submitted a proposal to the U.S. Department of Education for funding a Title IV-A Pilot Project.

Transition Program for Refugee Children

The LAU Center administers federal flow-through funds to school districts enrolling eligible refugee children. For 1983-84 school year, 63 school districts were eligible for funds with a total of 1,500 refugee children being served.

In addition to administering the distribution of funds, technical assistance and training were provided by disseminating materials to requesting school district personnel dealing with topics such as assessment of Limited English Proficient (LEP) students, instructional methodologies for LEP students, adapting content area materials for LEP students, and selecting instructional materials for LEP students. A resource library of over 1,000 instructional materials, audiovisuals aids, multimedia learning kits, and assessment instruments are available to requesting school districts on a loan basis.

URBAN PROGRAMS SECTION

Disadvantaged Pupil Program Funds (DPPF)

During 1983-84, the Urban Programs Section disbursed $38,945,433.40 from the Disadvantaged Pupil Program Fund (DPPF) to 473 Ohio school districts. Fund allocations were used to provide educational services to 427,629 individual pupils in 2,214 school buildings across the state. Sixty percent of the funds supported academic achievement/remedial programs and the adaptation of curriculum/instructional methods and materials.

In addition to the major responsibilities of the section involving DPPF funding, program evaluation, and providing technical assistance and inservice training, the section published two issues of the newsletter titled "Children First." Over 2,000 copies of this newsletter were distributed to Ohio school districts.

During the course of the year, section staff concentrated on the preparation and implementation of four DPPF regional workshops. A total of 355 participants from 189 school districts attended the workshops which dealt with inservice and technical assistance requirements as identified in a needs assessment survey.

Urban Demonstration Projects (UDP)

During 1983-84, the Urban Programs Section disbursed $2,600,000 in funds to four city school districts: Akron, $520,000; Cincinnati, $1,040,000; Cleveland $520,000; and Toledo, $520,000. UDP activities include creating an overall school climate that motivates students, promoting academic excellence, developing and refining management system techniques and strategies, and strengthening the utilization of community and college/university resources. During 1983-84 the Urban Programs staff held four UDP directors meetings which included onsite visitations by all directors to two project sites, Akron and Cincinnati.

During the 1983-84 school year, the Urban Programs Section coordinated the efforts of the four UDP programs in publishing "Success in the Urban Setting: Ohio's Urban Demonstration Projects."

FEDERAL ASSISTANCE

The primary responsibility of the Division of Federal Assistance is administering the Education Consolidation Improvement Act Chapter One legislation which provides funds for supplemental instruction services for educationally disadvantaged children. Another responsibility of the division is fiscal accounting and reporting for certain federally funded programs.

ECIA Chapter One Programs

Chapter One, ECIA, provides funds for several types of children who have compelling educational needs. Funds totaling more than $94 million in fiscal year 84 were made available to local educational agencies where approximately 125,000 students were served. Emphasis was consistently placed on providing younger children with supplemental reading instruction. A second priority was extra mathematics instruction.

Chapter One funds also are provided for several types of students with special needs. Twenty-seven school districts received over $1 million in fiscal year 1984 to help more than 3,200 children of migratory agricultural workers improve their oral language and other basic academic skills. State agencies which operate schools for neglected and delinquent youngsters also received $1 million to provide supplemental instruction designed to make about 1,800 students more self-sufficient, better adjusted citizens.

In line with the department's theme of "Communicating Excellence in Education," the division promoted the importance of quality programming throughout the year and honored 10 districts for providing Chapter One services which were representative examples of excellence. The awards were presented at the division's annual statewide conference for administrators, teachers, and parents.

Fiscal Accounting and Reporting

In addition to Chapter One program responsibilities, the Division of Federal Assistance administers disbursement of payments and processes federal expenditure report for all components of ECIA Chapters One and Two, Adult Basic Education, and several federally funded special education programs.

INSERVICE EDUCATION

Staff development is a major source for educational excellence. During fiscal year 1984, training procedures for fostering building-level inservice education through staff development teams have been identified. Presented in the publication *Staff Development Leadership Teams: A Training Manual*, these procedures will assist a staff in acquiring a greater awareness of how problems can be eliminated and how school climate and morale can be enhanced.

Promoting educational excellence for teacher and pupil development in English, mathematics, and science was provided funding by the Ohio General Assembly. School districts participated in the Excellence Program as either individual applicants which conducted their own programs or cooperative applicants which conducted activities common to the needs of two or more cooperating school districts. At the end of the fiscal year there were 346 individual and 62 cooperative applicants (or fiscal agencies). Each applicant school district received $1.19 per pupil from a total dollar amount of $2,166,135,58.

Project proposals submitted in March 1984 provided a

summary of anticipated activities in the pursuit of educational excellence. Applicant school districts indicated the academic area(s) being emphasized: English—87 school districts; mathematics—60; science—39; English and mathematics—41; and English, mathematics, science (integration of the three areas)—153. With this support from the General Assembly school districts will be addressing the necessary retraining of teachers, the curriculum redesign, and the updating of materials and equipment.

During school year 1983-84, Ohio has been one of three states participating in a Science Resources for Schools pilot project directed by the American Association for the Advancement of Science (AAAS). The three-year project has been funded by SOHIO and is aimed at linking schools with the science and engineering professions. This service, in the form of a monthly packet of materials, is for schools with a seventh or eighth grade. The resources have been designed to help students see science in their lives, no matter what professions they may one day choose.

To assess the effectiveness of the AAAS packets and the need for related inservice education, a questionnaire was sent to participating schools. Over 60 percent of the respondents reported an immediate use for the materials, and approximately 80 percent wanted follow-up inservice where the concepts and contents could be further developed.

The General Assembly allocated $985,627.46 for the Teacher Development Program in fiscal year 1984, a 53¢ per pupil subsidy. Throughout the state there are 392 Teacher Development projects. There are 325 projects representing single school districts and 67 cooperative projects. Ninety-two percent of the school districts report positive changes and improvement as a result of this statewide effort designed to improve student learning experiences by encouraging school districts to develop comprehensive plans for inservice education. A major strength of this effort is its flexibility. As school districts identify new needs for teachers or students, they can respond quickly with learning activities designed to meet the new priority. For example, 85 percent of the districts have begun awareness sessions and hands-on experiences so that teachers can help students become computer literate.

Networks for exchanging information are crucial to school improvement. Regional staff development planning councils, located in each quadrant of the state, are a means for establishing these networks. Activities are tailored to regional needs on a cost-effective basis. Resources have been shared to focus on similar priorities such as competency-based education, intervention, teacher expectations, and student achievement. The regional councils continue to obtain a high degree of participation.

On a statewide basis, the Office of Inservice Education held its seventh annual renewal conference on April 26-27 in Columbus. The program addressed the theme of "Staff Development: Building Educational Excellence." Over 300 attendees represented 275 school districts. Some of the highlights included workshops on classroom management, school climate, and grant writing; a laboratory featuring the Competency Based Assessment Model for staff development; general sessions addressing the significance of staff development in the pursuit of educational excellence; role-like sessions where practitioners shared experiences with and approaches to school improvement; and concurrent sessions that developed participants' skills in planning, delivering, and assessing the effectiveness of school programs.

Communication about the adoption of educational programs that work has been facilitated through the federally funded National Diffusion Network (NDN). The NDN is a low cost investment for local schools. It is a source of high quality programs developed by classroom teachers and proved effective in their work with students. The NDN also provides inservice training for teachers or other personnel who will be responsible for making a program work at the adoption site. To facilitate adoption/adaptation, three awareness conferences were conducted during the spring of 1984. Each session was attended by approximately 350 school district personnel. Developers from the areas of math/science, computers and technology, and reading/writing presented programs.

RESEARCH AND COMMUNICATIONS

The Office of Research and Communications provides education-related information to State Board members, Department staff, local educators, the press, and the public.

The research and communications staff performs a variety of services, including preparing reports, conducting marketing and educational research, editing Department publications, maintaining research and photographic libraries, reviewing and indexing Department forms, monitoring education-related stories in the national and state press, maintaining a news clipping service, producing transparencies and photographs, lending audiovisual equipment, and providing art design, typesetting, and layout for Department publications.

Clear and effective communication is a goal pursued by this office. During fiscal year 1984 this was accomplished through the monthly publication of the *School Slate*, the issuance of 53 news releases targeted to state and national printed and electronic media, and the production of 1,031 transparencies, 1,693 photoprints, and 27 Department documents and brochures. The office has access to a variety of computerized information sources, including electronic mail, Edline, and the Chiefline (Chief State School Officers). Data gained from these sources are reported to Department administrators on a daily basis.

During this Year of Educational Excellence for All the office highlighted the many positive education initiatives being pursued in the state in the report of the Commission on Educational Excellence, titled *Responsible Reform: Focusing on the Future;* and *Final Report of the Ohio Commission on Early Childhood Education;* the *Microcomputer Planning Guide* and accompanying video tape presentation; and the slide/tape presentation titled *Moving Toward Excellence.* These audiovisual and printed materials have been made available to local school district personnel.

The Office of Research and Communications provides accurate and current information essential to effective education policy development to the State Department of Education and the State Board of Education.

SCHOOL FINANCE

The primary responsibility of the Division of School Finance was the administration of over $2.2 billion in 20 subsidy and two rotary accounts for 615 school districts, 87 county boards of education, and 49 joint vocational schools. Equally important is the division's responsibility for the calculation and disbursement of payments under Ohio's school foundation program, coordination of the field service section, fiscal planning and coordination, computer data systems analysis, maintaining and implementing driver education programs, the overseeing of school bus purchasing and pupil transportation, and land transfers.

Foundation Program Section

The school foundation program, which provides the basic state support, totaled nearly two billion dollars in 1984. The allotment of funds received by each district is determined by the division using complex formulas legislated by the General Assembly to assure a basic level of financial support for all school districts. Beyond the responsibility of the school foundation program, the section prepares all vouchers and transmittals for the Homestead Exemption and Property Tax Rollback. This entails the preparation of vouchers twice a year for each of Ohio's counties. The ensuing warrants also are distributed by this section to each eligible school district, as well as to the treasurer of each county. The Foundation Program Section acts as liaison between other state agencies and as paying agent for other divisions within the Department.

Field Services Section

The eight area offices administered multiple statutory programs, including school foundation payments, auxiliary services to nonpublic schools, mandated administrative cost reimbursement to nonpublic schools, and tuition payments. The area offices assisted other sections in the division as well as other education agencies. Data needed to calculate the school district's state aid under the foundation program was distributed, collected, and edited by the area coordinators. Background data were collected for the Office of School Management Assistance when a school district requested a loan or staffing analysis. Also, each

district's driver education program was evaluated; all driver education forms were distributed, collected, and edited in the coordinators' offices. Coordinators work with school district personnel in routing and scheduling school buses, answering questions about the Administrative Code and current law, conducting workshops and assisting school officials locally with problems and questions covering bus purchase, tuition, school finance, pupil transportation, and driver education.

Computer Data Systems Section

The objectives of this section are to design, write, and implement the systems required to assure prompt and accurate computation of the many state subsidies administered by the division. The major accomplishments of the section continue to be the implementation of the new payment systems mandated by law for all school districts and the maintenance and improvement of existing systems.

Fiscal Planning and Coordination Section

The Fiscal Planning and Coordination Section administers Department requests to the State Controlling Board, implements an audit-worthy computerized financial transaction register, conducts inservice programs, and issues financial reports. Requests to the State Controlling Board include the multimillion dollar monthly foundation payments to school districts, competitively bid state contracts in excess of $10,000, loans to school districts from the Emergency School Advancement Fund, and department grants to school districts, colleges, and universities.

Driver Education Section

Since 1968, over 2,750,000 students have completed an approved driver education program with over $128,000,000 in subsidy payments to school districts. The Ohio Department of Education participated in the Governor's Highway Safety Program to meet federal and state legislative mandates. During this time, over $7,750,000 in federal dollars have been utilized to enhance local programs through inservice training, classroom and laboratory equipment, and curriculum materials. Annual workshops are held to assist teachers in alcohol, drug, and occupant restraint education.

Pupil Transportation Section

During the 1983-84 school year approximately 2,500 new school bus drivers were trained by nine county board of education instructors. The program provides 12 hours of classroom and 8 hours of driving instruction. In conjunction with the Pupil Transportation Section, the nine instructors provided inservice instruction for approximately 8,000 school bus drivers.

Over 60,000 children in primary grades were involved in school bus rider safety programs, which emphasized the danger zone around the outside of the school bus.

The 24th Annual Transportation Workshop was held during April in Columbus. The program topics included mid-range diesel engines, rider safety programs, collective bargaining, special education transportation, and accident investigation.

School Building Assistance

On February 3, 1984, the Superintendent of Public Instruction sent a school building assistance survey form to each superintendent in Ohio. The survey generated 26 applications for building assistance, four of which later withdrew. Following application by school districts, onsite visits are made by Department personnel to review the condition of the district facilities and verify the data and information submitted. Recommendations are then presented to the State Board of Education for approval. A priority list is established on the basis of the percentage of students which must be housed with state money. The school building assistance rotary fund currently contains $19,330,612.29.

SCHOOL FOOD SERVICE

Schools have made strides in improving cost efficiency in school food service. Data reported by school districts indicate 47 percent of the schools in the state are operating a self-supporting food service, compared to 40 percent two years ago.

Children from families with total gross income equal to or less than 130 percent of poverty for the family size are eligible for free meals or for reduced-price meals if the family's income is between 130 and 185 percent of poverty. Schools traditionally have sought student, parent, and community input to maintain a cost efficient food service operation.

During school year 1983-84, the division provided consultant and technical services to 2,522 public school districts, nonpublic schools, and institutions. There were 153,003,942 lunches and 19,637,773 breakfasts served in schools, an average of 874,308 lunches and 112,216 breakfasts per day. In addition, 12,216,265 half pints of milk were provided free or at a low cost to children in schools not receiving federal funds for a lunch or breakfast service.

School and residential institutions received $105,206,125 in reimbursement from federal and state funds to provide meals and milk free or at a low cost. Government donated food with a value of $36,937,232 was distributed to schools for use in lunch and breakfast programs.

The Child Care Food Program was available through 383 sponsors serving a daily average of 36,315 children in 2,751 child care centers and homes. Federal funds in the amount of $11,233,301 were reimbursed to sponsors for breakfasts, lunches, dinners, and between meal supplements served to children.

During the summer of 1983, the Summer Food Service Program for Children provided reimbursement for breakfasts, lunches, dinners, and supplements served to children by public program sponsors and camps. During the 1983 summer months a daily average of 29,360 children received free meals at 386 sites across the state. A total of $1,848,594 in federal funds was reimbursed to 65 sponsors of the program at camps, playgrounds, schools, and other sites serving children during the summer.

SCHOOL MANAGEMENT ASSISTANCE

The Office of School Management Assistance responded to over 600 requests for technical assistance in fiscal year 1984. Many school districts requested financial management profiles.

The financial management profile is a management tool which assists school district officials in several ways. Fiscal trends over a period of years are revealed for a district; the district's patterns of revenues and expenditures are compared to other districts in the state; and revenue sources on which the district is most dependent are determined. With annual updating, profiles provide a means for planning as well as for communicating with the various segments of the school community.

Fifty-two financial analyses and 45 staffing analyses were provided in response to district requests. A financial analysis provides a two-year financial forecast based on trends revealed from a five-year history. These forecasts are valuable for planning purposes. The staffing analysis compares the district's staffing pattern to state standards, or, when standards are not applicable, the comparison is to the average of ten similar districts.

At the beginning of the year, 28 districts were in the state loan program, with only one district using this type of assistance by the end of the year.

Forty financial management inservice seminars were attended by more than 1,600 participants in fiscal year 1984. These seminars, covering ten varied topics, addressed concerns and needs of the target audiences.

The office monitors the annual spending plans as well as the quarterly financial reports of all districts. When these documents indicate cause for concern, district officials are contacted in an effort to assure sound fiscal management.

SEX EQUITY

The Office of Sex Equity promotes sex fair and affirmative activities in schools for boys and girls and provides school districts with the resources and technical assistance necessary to accomplish that goal.

With federal funding under Title IV of the 1964 Civil Rights Act, the office provides technical assistance to local school districts on compliance with Title IX of the 1972 Education Amendments.

Accomplishments during the 1983-84 school included:

- Quarterly newsletters on sex equity issues were sent to all Ohio superintendents and principals.
- Eight workshops, serving a total of 425 teachers, were held. Five of the workshops centered on mathematics and science equity issues.
- A resource library of over 600 instructional materials was developed. These materials are available to school districts on a loan basis.
- A grant was received from the Council of Chief State School Officers to develop a handbook on special education and sex equity.

SPECIAL EDUCATION

The Division of Special Education has a variety of responsibilities related to providing free, appropriate public education to all handicapped children who meet Ohio's eligibility rules. The division also administers Ohio's state plan for the education of gifted and talented children.

During the 1983-84 school year, emphasis was placed on responding to five quality goals and initiatives established through the leadership of the State Superintendent's Advisory Council for Special Education. Educators and individuals representing over 35 professional and parent organizations worked throughout the year to

- Refine coordination between special education and vocational education,
- Provide increased learning opportunities for all education personnel,
- Enhance understanding of services for severely handicapped children,
- Strengthen parent-educator partnership, and
- Improve instruction.

Ohio's Rules for the Education of Handicapped Children guarantee that each handicapped student receives an appropriate education, one that is designed to meet his or her special needs. As described in the Rules, a child is identified as handicapped if the individualized education program team determines that he or she meets the eligibility requirements of one of the following special education programs/services: multi-handicapped, hearing handicapped, visually handicapped, orthopedically and/or other health handicapped, severe behavior handicapped, developmentally handicapped, specific learning disabled, speech handicapped.

Four program options are available to children identified as handicapped: regular class with supplemental services, individual/small group instruction, special class/learning center, and home instruction.

Based on an annual survey of all handicapped children, ages 0 through 21, a total of 201,252 children were receiving a full and appropriate special education as of December 1, 1983. Services were provided through public school districts, county boards of mental retardation and developmental disabilities, and institutions operated by state agencies.

Funding

The Ohio General Assembly appropriated $290 million for the 1983-84 school year, enough for 11,403 special education units. Approximately $45 million in fiscal year 1984 federal funds also were allocated for redistribution; districts were able to use these funds to employ additional staff, purchase instructional materials and equipment, or provide inservice. The

General Assembly also appropriated over $6 million to the department to operate the State School for the Blind and the Ohio School for the Deaf.

Gifted and Talented

The highlight of the year in the area of gifted and talented was State Board of Education approval of a new Rule for School Foundation Units for Gifted Children, effective July 1, 1984. The Rule lists procedures for determining student eligibility for gifted programs, requires school districts to have written procedures for placement of the gifted, sets pupil-teacher ratios, and lists qualifications and responsibilities for teachers and coordinators of programs for the gifted. Steps local school boards can take to serve gifted students as part of the regular educational program also are suggested in the new Rule.

Ohio General Assembly appropriations for foundation units for gifted and talented children have grown rapidly in recent years, from $200 thousand for the 1975-77 biennium when the previous standards were adopted to $5.4 million in 1983-84. These funds enabled 244 districts to receive full or partial state unit funding compared with 13 districts in 1975-77.

Special Partnerships

Cooperative efforts are inherent in both Ohio's State Plan for Special Education and the State Plan for Gifted and Talented Children.

Sixteen special education regional resource centers (SERRCs) provide technical assistance to school districts, county boards of education, and other agencies. Since 1968, SERRC personnel have helped to plan multidistrict programs, conduct multifactored evaluations, resolve parent complaints, disseminate information, and provide inservice training and staff development.

The division also cooperates with the Ohio Education Deans' Task Force for Personnel Preparation, which coordinates the efforts of private and public institutions of higher education in preservice and inservice preparation of educators of handicapped children. Task force members, along with SERRC personnel and the Division of Special Education staff, provide leadership for a comprehensive system for personnel development.

A cooperative venture launched in June 1984 is the Ohio Coalition Parent/Educator Team Training Project. Funded through a state grant, the project is designed to

- Promote and maintain partnerships among school personnel and parents of handicapped children.
- Establish a statewide parent/educator team training network, and
- Assist parents of handicapped children at the local level through two-person teams composed of a parent of a handicapped child and a building principal or other educator.

In the area of education for the gifted and talented, Ohio's annual School for the Gifted is cosponsored by The Ohio State University.

TEACHER EDUCATION AND CERTIFICATION

The Division of Teacher Education and Certification is responsible for providing leadership to colleges, universities, and school districts in improving the quality of preparation of entry level teachers and helping to assure an adequate number of teachers for Ohio's elementary and secondary schools.

The professional competence of teachers in Ohio's classrooms is of vital importance to school children, the public, and the teaching profession. The State Board of Education restructured the preparation procedures for teachers through the 1980 enactment of the *Standards for Colleges or Universities Preparing Teachers.* These standards established a framework for teacher preparation and prescribed key elements regarding the teacher education process. Colleges of education, under the standards, are to assure course descriptions and specifications of essential prerequisites for each course, practical school experiences starting early and continuing throughout the program, close working relationships with schools, funding and staffing at a level comparable to other professions, faculty with successful elementary or secondary teaching experience, and follow-up of graduates to obtain data for attaining further

progress in teacher education. Because of the standards, entry level teachers possess sound professional knowledge of the learning process, competence in clinical diagnostic/prescriptive methodology, and the ability to work effectively with young people from different ethnic environments. In addition, new teachers are prepared to work in a variety of school settings, teach reading as it pertains to their subject areas, deal with behavior problems, select and prepare educational media, and analyze their own teaching skills.

Division personnel conduct on-campus evaluations of Ohio's 48 colleges and universities approved for the preparation of teachers, supervise the approval process for colleges and universities that maintain satisfactory training procedures, and certify graduates of approved colleges and universities. The standards require that institutions seeking state approval to prepare teachers be evaluated once every five years. Evaluation teams act as agents of the state in evaluating institutional responses to the standards and are comprised of college and university representatives, school administrators, classroom teachers, teacher education, students, and lay citizens. Ten onsite evaluations took place in the 1983-84 school year.

Revised administrator certification requirements were adopted by the State Board of Education in 1983 and will go into effect in 1985. Continuing to build on excellence, the State Board of Education recently initiated a review of all other teacher education and certification standards. While existing standards brought Ohio into national prominence, new findings from educational research and changes in society suggest a need to review and update the standards. A State Board of Education committee, the Ohio Teacher Education and Certification Advisory Commission, and division personnel will assure wide lay and professional involvement in the revision of teacher education and certification standards and the development of standards governing the advanced preparation of professional school personnel. The new standards are slated for adoption by the State Board of Education in December 1985.

Division personnel issued nearly 85,000 certificates during fiscal year 1984 which involved more than 110,000 subject area approvals. Transcript evaluations, correspondence, validations to existing certificates, office conferences, and responses to requests for applications amounted to 152,000 additional transactions with current and prospective school personnel.

VOCATIONAL EDUCATION

The Division of Vocational and Career Education has the responsibility for quality education for the development of work skills for the youth and adults of Ohio. To this end, the division service areas of agriculture, home economics, trade and industry, business, marketing, and career education made efforts to communicate excellence in education as well as excellence at work during the 1983-84 school year.

Enrollment

During the 1983-84 school year, 247,386 students were enrolled in secondary vocational education (including students in special needs and institutional programs.) Over 56% of Ohio's eleventh and twelfth grade students were enrolled in vocational education in 1983-84. Job training programs in vocational education involved 41% of Ohio's eleventh and twelfth grade students. There was an increase in students enrolled in adult and post-secondary education. Students enrolled in full-time and part-time vocational programs, in post-secondary programs, and in apprenticeship training totaled 1,101,554.

Placement

Follow-up placement data for 1982-83 completers are noteworthy, especially during this period of Ohio's economy. Over 87% of secondary program completers, age 21 and under who were available for work, were employed (compared to 83% in 1982-82). General unemployment for age bracket 21 and under in Ohio was 22.8% compared to only 12.6% for secondary vocational job training program completers.

Focus on Excellence

Excellence in vocational education goes beyond high enrollment and positive placement. Quality vocational education is reflected in its special programs and

services, evaluation techniques, student leadership organizations, and community outreach. For example:

- Program Review for Improvement, Development and Expansion (PRIDE), a self review system for vocational education, annually involves approximately 9,500 persons from business, industry, and the local community. In 1983-84, 118 school districts participated in PRIDE.
- Career education spans elementary, secondary, and adult vocational education. Participation in Ohio's career education was highest in the nation in 1983-84 with 729,855 students served in K-10 programs.
- Programs to retain potential dropouts strengthen vocational education. Occupational Work Adjustment (OWA) for 14 and 15 year olds (enrollment of 9,432) and Occupational Work Experience (OWE) for secondary school students (enrollment of 13,066) provide instruction for general work related information and job training experiences. The impact program (enrollment of 7,460) provides assistance for dropout prone seventh and eighth grade students by focusing on strengthening student self concept.
- Vocational education students are involved in leadership, citizenship, and character development activities through student organizations which compliement classroom work and on-the-job training. Total membership in Ohio's vocational student leadership organizations is 87,501.
- A validated achievement testing program is used by local vocational personnel for the evaluation and improvement of instruction. In 1983-84 more than 45,039 vocational education students participated in competency testing.
- Adolescent pregnant students and young parents are assisted through vocational education. Programs within the school setting provide encouragement for students to remain in school to graduation, gain parenting and child development knowledge, and coordinate work and parenting roles. During 1983-84, 926 students participated in such programs.
- Sex Equity activities in vocational education focus upon elimination of sex bias and sex stereotyping for all vocational education. To this end, 73 minigrants of approximately $600 each were awarded to vocational and technical education programs throughout the state. Technical assistance to local vocational programs was provided through workshops, inservice, presentations, newsletters, and individualized consultations.

Excellence for the Future

To assure continued excellence in vocational education, the division focused upon four major initiatives for 1983-84.

- The Blue Ribbon Study Committee, a 27-member body, was convened to establish clarity of purpose in secondary vocational education and to propose appropriate patterns of programming and scheduling options.
- Vocational Education Pilot Projects have addressed alternative responses to problems facing vocational education. Results of the 13 pilot studies will assist in providing vocational education programming in other than the conventional pattern.
- The Principles of Technology Project is designed to prepare and field test an applied science program in physics for secondary vocational education students, grades 11 and 12. The project is part of a national Principles of Technology Consortium.
- The Joint Commission on Vocational and Technical Education published its recommendations in November 1983. Efforts are being made to implement the recommendations and continue to improve the partnership between vocational education and technical education.

STATE SCHOOLS FOR THE BLIND AND DEAF

The State School for the Bind completed its 146th session in June 1984. The school enrolled 120 students; 12 seniors graduated.

Instructional programs are available to blind and visually impaired and multihandicapped children between the ages of 5 and 21. The programs are accredited by the Division of Elementary and Secondary Education and meet the special education standards adopted by the State Board of Education. The school also is accredited by the National Accreditation Council for Agencies Serving the Blind and Visually Impaired.

A comprehensive program of special services is available to the children, including orientation and mobility, music, health, physical education, vocational education, and psychological counseling.

The school's accomplishments in 1984 included:

- 41 multifactored assessments provided for visually impaired and multihandicapped youth referred by Ohio school districts;
- Placement in the school and services to 132 visually impaired and multihandicapped youth;
- Diagnostic evaluations for approximately 54 students at The Ohio State University Optometry Low Vision Clinic;
- Extracurricular activities for the students, including track and field, wrestling, cheerleading, swimming, and forensics;
- A cooperative arrangement continues with Columbus Public Schools allowing selected students to attend classes at Whetstone High School for a part of their school day, and for certain visually impaired students enrolled in Whetstone, Eastmoor, and Beechcroft to attend the Ohio State School for the Blind vocational classes for a portion of their day.

The Ohio School for the Deaf, founded in 1829, has been in operation for 155 years. Overall enrollment for 1983/84 school year was 166, representing 66 counties. Program offerings include grades K-12, 13 vocational shops with 22 class offerings, a complete work-study program, and interscholastic athletics for boys and girls. Nineteen students graduated from the school in June 1984.

The school's accomplishments during the 1983/1984 school year included:

- Curriculum Committee redesigned math, language, social studies, science, and sex education courses of study;
- OSD language curriculum was presented to Ohio Council for Exceptional Children;
- An Intervention Committee and After School Study Hall was established to assist students with academic problems;
- A Child Assault Prevention Program for Hearing Impaired, in conjunction with the Women Against Rape Committee, was initiated and developed at OSD, the first of its kind in the United States.
- Procedures were established to honor staff members who were nominated for awards;
- Guidelines were formulated for the selection of a "Student of the Month";
- Informational brochures and newspaper articles were developed which showed the school's participation in educational excellence;
- OSD hosted a Mini-Basketball Tournament with four states participating;
- An action plan was developed for promotion of media relationships which resulted in increased media coverage.

STATISTICAL SECTION

ENROLLMENT

Total Public School Enrollment

Year	Enrollment
1979-80	2,020,154
1980-81	1,957,390
1981-82	1,894,021
1982-83	1,856,489
1983-84	1,827,270

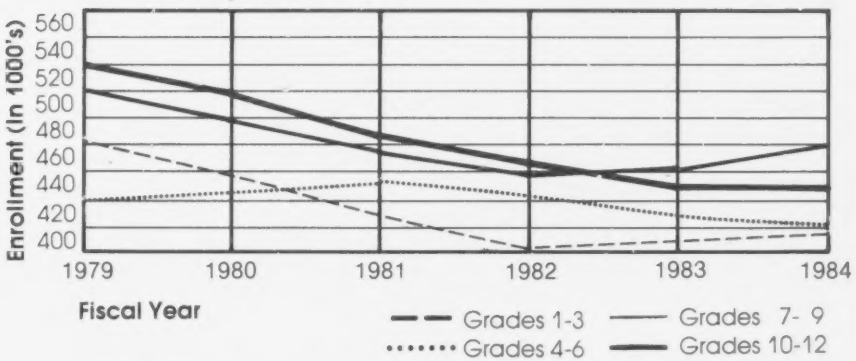
Public High School Graduates

Year	Total Graduates
1980	146,828
1981	144,592
1982	143,625
1983	138,418
1984	136,240(est.)

Enrollment by Grades 1983-84

Grade	Enrollment
1	140,692
2	127,334
3	128,848
4	127,569
5	131,943
6	140,569
7	156,066
8	152,696
Total 1-8	1,105,717
9	157,774
10	149,074
11	142,336
12	137,872
Total 9-12	587,056
Total 1-12	1,692,773
Kindergarten	134,497
Unclassified	0
Grand Total	1,827,270

Enrollment by Grade Level



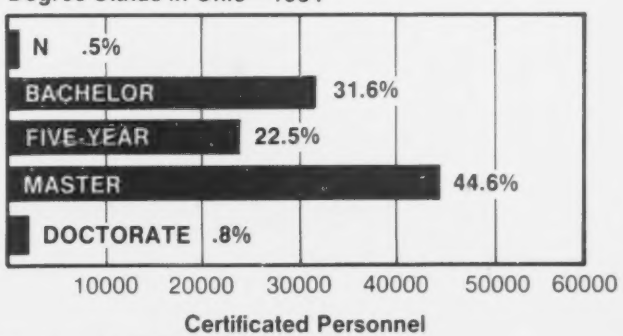
STAFF

Pupil/Teacher Ratio

Year	Enrollment	Full-Time Teachers	Ratio
1980	2,020,154	101,481*	19.9
1981	1,955,157	100,526*	19.4
1982	1,894,021	97,139*	19.5
1983	1,856,489	94,126*	19.7
1984	1,827,270	96,931*	18.9

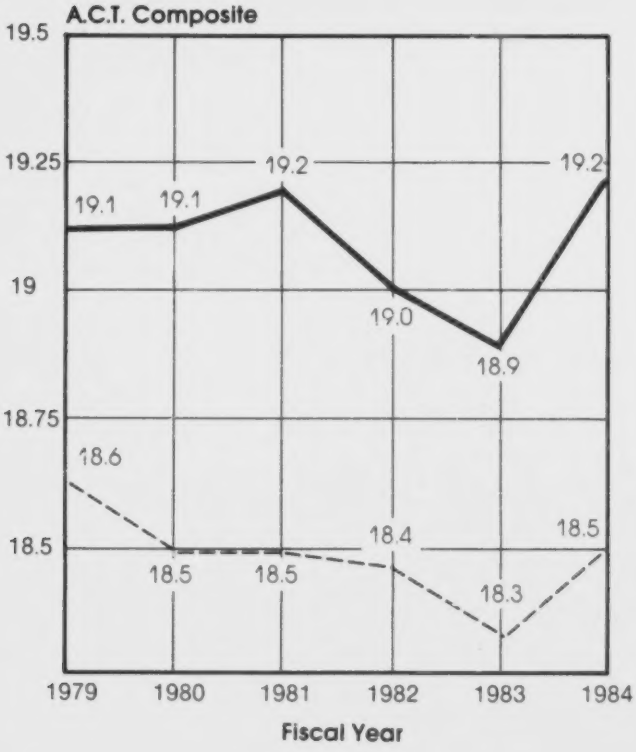
*Full-Time Equivalent

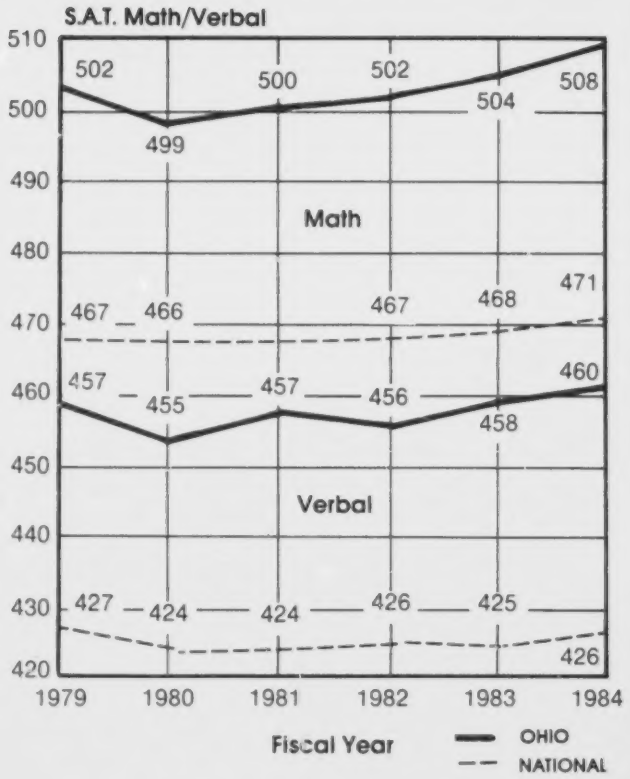
Degree Status in Ohio—1984



N=NON-DEGREE

TEST SCORES





SCHOOL DISTRICTS

Number of Public School Districts

Year	City	Exempted Village	Local	Total
1979	187	49	379	615
1980	188	49	378	615
1981	189	49	377	615
1982	190	49	376	615
1983	191	49	374	614
1984	191	49	375	616

DISADVANTAGED PUPIL PROGRAM

Disadvantaged Pupil Program Funds

	Expenditures	Number of Programs
1980	$36,947,449.98	766
1981	41,031,865.97	790
1982	30,674,440.73	750
1983	36,520,270.86	747
1984	$38,945,433.40*	733*

*Estimate

FINANCE

Revenue by Source—All Funds

	Local Revenue	(%)	Total State Support	(%)	Federal Support	(%)
FY 84	$3,250,000,000**	53	$2,540,000,000** *	42	$290,000,000**	5
FY 83	3,071,405,982	55	2,227,178,950*	40	268,792,176	5

* Includes Homestead and Rollback Exemptions
** Estimate

Average Expenditure Per Pupil

Year	City	Exempted Village	Local	State	Increase Over Previous Years Amount	%
1978-79	$1,724.10	$1,403.03	$1,394.84	$1,643.64	$186.03	12.8
1979-80	1,963.74	1,615.68	1,609.75	1,882.35	238.71	14.6
1980-81	2,270.90	1,847.56	1,874.36	2,149.62	267.27	14.1
1981-82	2,469.00	1,999.18	2,009.87	2,327.71	178.09	8.3
1982-83	$2,656.46	$2,175.82	$2,182.00	$2,516.23	$188.52	7.4

Ohio School Districts Total Property Valuation Valuation Per Pupil, State Average Millage and Local Revenue Generated

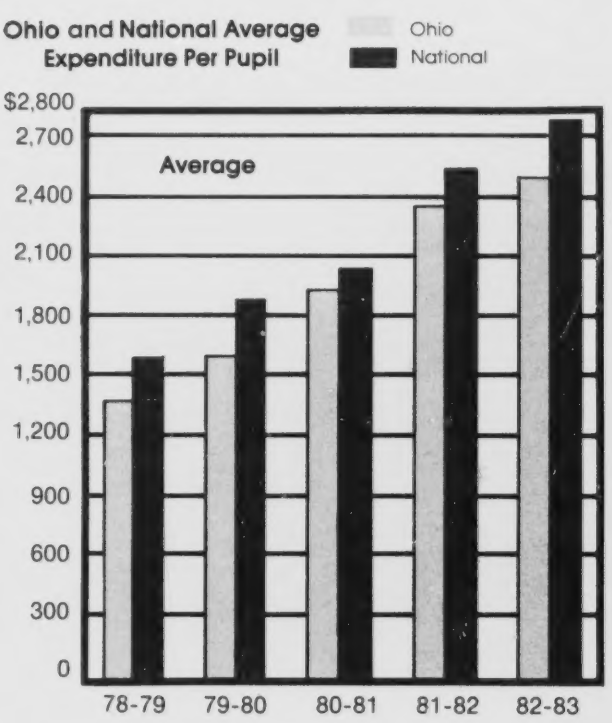
FY	Property Valuation (SF-12 Calculation)	Valuation Per Pupil	State Average Assessed Millage For Operation
1980	$69,375,017,275	$34,258	31.18
1981	76,745,986,624	39,130	32.05
1982	80,723,031,975	42,449	33.11
1983	88,535,306,655	47,640	32.53
1984	$92,549,169,321	$50,645	34.71

SF-12 Calculation 1980-84

	Basic Aid	Categorical	Total
1980	$ 969,275,022	$438,031,409	$1,407,306,071
1981*	941,363,395	457,661,871	1,399,025,266
1982**	1,063,907,952	392,573,510	1,456,481,462
1983***	1,251,100,831	407,399,306	1,658,500,137
1984	$1,462,941,229	$495,184,849	$1,958,126,078

*At 96.4% Level
**At 94.5% Level
***Executive Order 83-4 Level

Ohio and National Average Expenditure Per Pupil



Handicapped Children Receiving Full Services
December 1, 1983

Service Agencies and Major Handicapped Areas	Ages 0-2	Ages 3-4	Ages 5-21	Total
Local Educational Agencies				
Multihandicapped	18	142	3,133	3,293
Hearing Handicapped	70	237	2,248	2,555
Visually Handicapped	8	20	825	853
Orthopedically and/or Other Health Handicapped	7	108	3,341	3,456
Severe Behavior Handicapped		13	6,124	6,137
Developmentally Handicapped		79	46,477	46,556
Specific Learning Disabled	1	27	72,218	72,246
Speech, Special Education Program	7	260	55,890	56,157
Speech, Related Service*	3	261	18,353	18,617
County Boards of Mental Retardation and Developmental Disabilities			8,684	8,684
State School for the Blind			119	119
Ohio School for the Deaf			159	159
Ohio Department of Mental Health**			340	340
Ohio Department of Mental Retardation and Developmental Disabilities**			153	153
Ohio Department of Youth Services**			544	544
Total	**111**	**886**	**200,255**	**201,252**

*Duplicated count.

**Data provided by respective state agencies.

Special Education Foundation Units for 1983-84

Types of Program	Units	Districts*
Supplemental Services Teacher	29.7	17
Preschool	64.0	21
Hearing Handicapped	290.1	44
Orthopedically and/or Other Health Handicapped	215.4	33
Visually Handicapped	62.7	20
Multihandicapped	461.9	132
Specific Learning Disabled	3,132.5	585
Severe Behavior Handicapped	817.8	147
Developmentally Handicapped	3,720.0	548
Speech and Language Services	971.5	457
School Psych. Services	826.0	330
Other Related Services	672.6	
MH/MRDD/YS	138.8	26
Total	11,403.0	

Including city, exempted village, local, and joint vocational schools; county boards of education; and state departments of mental health, mental retardation and developmental disabilities, and youth services.

Vocational Education Secondary Enrollment

Year	Agriculture	Business & Office	Distributive	Home Economics	Trade & Industrial	Total
1979-80	22,683	27,462	21,203	125,159	68,304	264,811
1980-81	21,584	26,443	20,625	121,053	66,607	256,312
1981-82	21,200	26,100	20,156	119,095	65,825	252,376
1982-83	20,256	25,483	19,527	110,401	62,695	238,362
1983-84	19,045	24,185	17,973	91,467	57,042	209,712
Percent of Total						
1979-80	8.6%	10.4%	8.0%	47.2%	25.8%	100.0%
1980-81	8.4%	10.3%	8.1%	47.2%	26.0%	100.0%
1981-82	8.4%	10.3%	8.0%	47.2%	26.1%	100.0%
1982-83	8.5%	10.7%	8.2%	46.3%	26.3%	100.0%
1983-84	9.1%	11.5%	8.6%	43.6%	27.2%	100.0%

Vocational Adult Enrollment

Year	Agriculture	Business	Marketing	Home Economics	Trade & Industrial	Total
1979-80	21,354	31,763	67,841	47,762	128,081	296,801
1980-81	25,067	32,405	88,274	51,467	147,253	344,466
1981-82	24,229	35,129	95,295	38,502	157,108	350,263
1982-83	22,161	46,003	92,598	36,527	164,790	362,079
1983-84	22,437*	48,677*	97,735*	38,409*	173,036*	380,294*
Percent of Total	5.9%	12.8%	25.7%	10.1%	45.5%	100.0%

*Estimate

Total Vocational Education Enrollment

Year	Secondary	Adult	Career Education	Grand Total
1979-80	264,811	296,801	412,610	974,222
1980-81	256,312	344,466	412,610	1,013,388
1981-82	252,376	350,263	488,632	1,091,271
1982-83	238,362	362,079	492,036	1,092,477
1983-84	209,712	380,294*	729,855*	1,319,861

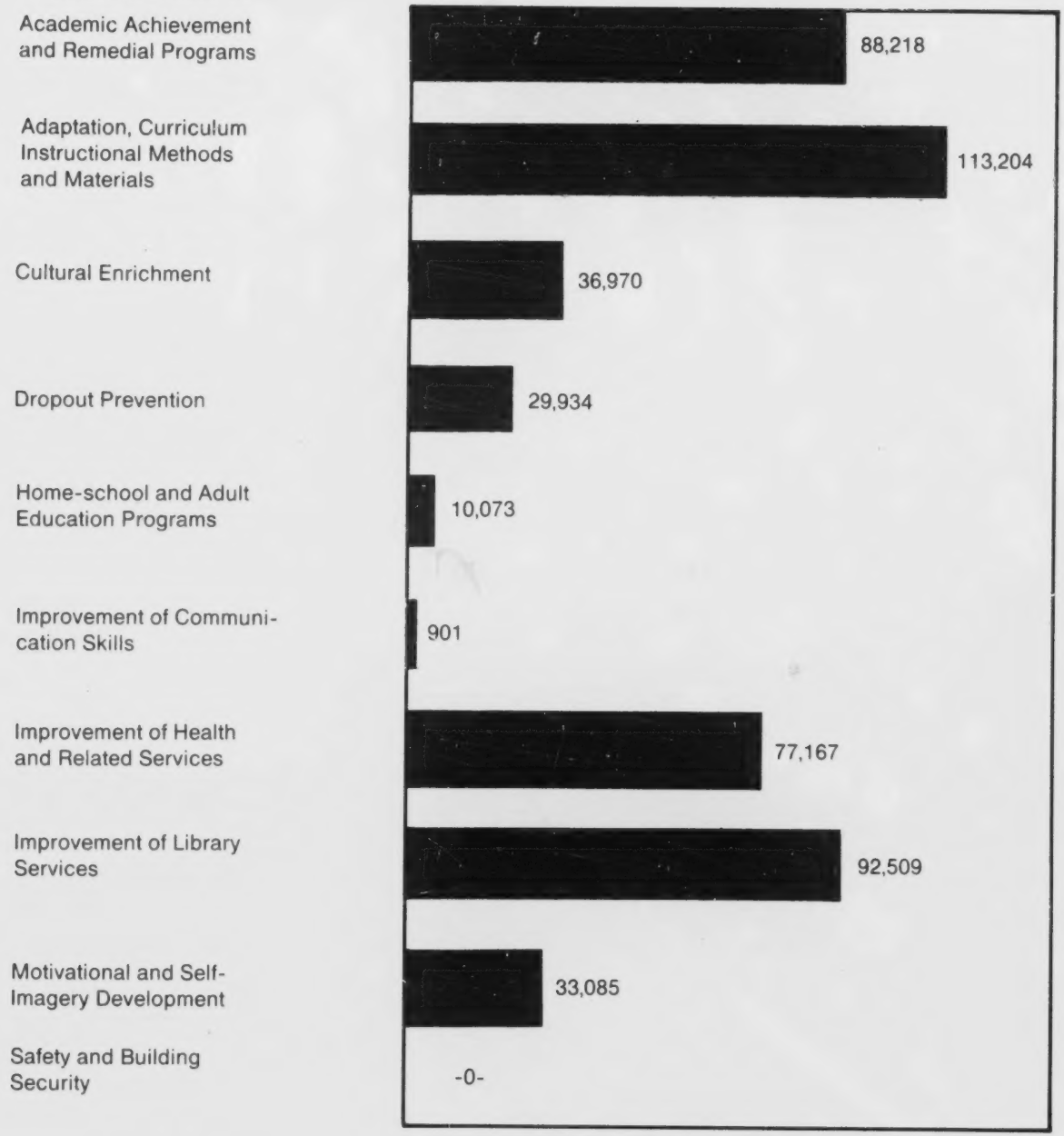
*Estimate

State Expenditure for Secondary Vocational Education

Year	Expenditure
1980	$177,893,000
1981	$176,348,000
1982	$176,205,000
1983	$190,150,000
1984	$213,968,000*

*Estimate

Students Served in DPPF Programs
School year 1983-84



Total Number of Students Served in DPPF Programs School Year 83-84
483,061*

*Duplicated Count

FEDERAL ASSISTANCE

Chapter 1 Programs for Disadvantaged Pupils Percent of Participants by Grades

Year	Participants	% Preschool & Kindergarten	% Grades 1-3	% Grades 4-6	% Grades 7-12
1979	130,266	10	61	25	4
1980	146,155	8	55	31	6
1981	144,629	8	53	32	7
1982	126,926	8	55	30	7
1983	120,035	7	57	30	6
1984	125,000*	7*	57*	30*	6*

*Estimate

Chapter 1 Programs for Disadvantaged Pupils District Participation and Funds Available

Year	Districts Participating	Funds
1979	602	$71,843,792
1980	603	84,609,916
1981	602	83,244,360
1982	603	80,281,200
1983	606	82,548,584
1984	612	94,241,680

Chapter 1 Programs for Migrant Children

Year	Districts Participating	Children	Funds
1979	28	3,872	$1,488,656
1980	29	3,203	1,712,154
1981	26	2,860	1,712,154
1982	26	3,240	1,712,154
1983	27	3,190	1,455,331
1984	27	3,200*	$1,338,887

*Estimate

Chapter 1 Programs for Neglected and Delinquent Children in State-Operated Schools

Year	Participants	Funds
1979	2,231	$1,205,061
1980	1,369	1,370,301
1981	1,340	1,244,552
1982	1,873	1,226,168
1983	1,802	1,006,212
1984	1,800*	$1,527,485

*Estimate

Grants Through Public Laws 81-874

Year	P.L. 81-874 Maintenance/Operation
1979	$11,398,667
1980	11,443,973
1981	8,965,803
1982	3,499,875
1983	3,384,523
1984	4,323,542*

*Estimate

Funds Administered by the Division of Federal Assistance 1983-84

ECIA Chapter I	Basic grant to meet educational needs of disadvantaged youth	$94,241,680
	Special grant to meet educational needs of migrant children	1,338,887
	Special grant to meet educational needs of neglected and delinquent children in state-operated schools	1,527,485
Public Laws 81-874	Maintenance and operation of schools in federally affected districts	4,323,542
	Total	$101,431,594

TRANSPORTATION

Pupil Transportation Statistics

Year	Pupils Transported	Annual Miles	Average Cost Per Pupil	Average Cost Per Mile Type I
1979-1980	1,383,402	149,492,700	120.71	1.05
1980-1981	1,384,153	151,617,780	141.82	1.22
1981-1982	1,348,931	151,264,620	150.02	1.26
1982-1983	1,311,997	149,183,812	160.34	1.34
1983-84*	1,309,745*	152,668,440*	170.00*	1.45*

*Estimate

Driver Education

Fiscal Year	Number of Pupils Served	Subsidy
1980	170,862	8,543,119
1981	157,718	7,885,900
1982	146,112	7,305,600
1983	137,112	6,855,600
1984	130,000*	$6,500,000*

*Estimate

Adult Basic Education Programs

Year	Programs Funded	Enrollment	Federal Funds	State Funds	Local Funds	Total
1980	130	50,056	$4,538,219	$1,100,000	$730,450	$6,368,669
1981	130	52,136	4,538,219	1,067,000	810,454	6,415,673
1982	127	55,546	4,538,219	990,000	890,123	6,418,342
1983	125	52,140	3,899,937	1,100,000	795,000	5,794,937
1984	123	56,500*	$3,523,514	$1,376,937	$530,000*	$5,430,451*

*Estimate

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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